

Lesson 25. Preparedness for Travelers

Lesson Purpose

To focus on preparing for airline travel with heightened security measures.

Learning Objectives

Participants will be able to:

- Describe key considerations in planning and packing for airline travel.
- Identify and practice specific crime prevention strategies while at the airport.

Materials

Presentation: Preparedness for Travelers

Handout(s): *"Preparedness Guide for Travelers"* and
The Transportation Safety Administration's *"A Must Read for Air Travelers"* (optional)

Supplement: A display copy of TSA's list of prohibited and permitted items.
Preparing for Travel Abroad from the Department of Homeland Security. Download at <http://www.dhs.gov/dhspublic>
Display print copies of newspaper and magazine articles on travel preparedness and tips for travelers.

Related Resources

Transportation Safety Administration, www.tsa.gov/public/

Lesson Plan

Time	Main Points	Slide #s
Introduction		
5 min.	Heightened security measures at airports make the process of arriving, checking-in and boarding an airplane longer. Knowing what to expect, and being prepared for emergencies, can make your trip both safe and enjoyable.	1 – 2
	Briefly describe examples of problems that travelers sometimes encounter at airports.	
	Today, we'll learn about how to prepare for airline travel during times of heightened security, including tips for packing and strategies for crime prevention while traveling.	2
	Distribute handout: <i>"Preparedness Guide for Travelers"</i>	

Time	Main Points	Slide #s
Presentation		
4 min.	Plan ahead <ul style="list-style-type: none"> ▪ Allow extra time. The screening process takes longer now, so you should contact your airline to find out how early to arrive. ▪ Take public transportation to the airport if possible, since parking may be controlled or restricted. ▪ Don't count on curbside check-in. Contact your airline to see if it is still in place at your airport. ▪ Make sure you have a government-issued ID (federal, state, or local); it is now required to board a plane. ▪ If you have an E-ticket, you may need written confirmation from the airline, such as a letter, fax or e-mail. Check ahead- of-time to make sure you have the proper documentation. 	3
5 min.	Pack with care <ul style="list-style-type: none"> ▪ Certain items, such as knives, cutting instruments and ski poles can no longer be carried on board, but walking canes and umbrellas can. Check with your airline if you are unsure about whether to place an item in checked, or in carry-on, baggage. ▪ Remember that each traveler is limited to one carry-on bag and one personal bag, such as a purse, laptop computer or briefcase. ▪ All electronic items, such as laptops and cell phones, may be subjected to additional screening at the airport. ▪ Do not gift-wrap carry-on items as they may need to be opened during security screening. ▪ List your name, address and telephone numbers inside and outside of each piece of luggage. Use covered luggage tags to avoid casual observation of your identity. 	4
4 min.	Be aware of your surroundings <ul style="list-style-type: none"> ▪ Stay especially alert and watch your bags carefully at all times. Don't let anyone but uniformed airline personnel handle or watch your bags. ▪ Report anything suspicious to the nearest airport or airline personnel, including unattended luggage or packages. ▪ Do not bring anything on board for another person unknown to you, or not traveling with you, no matter how innocent or small the package or item may appear. ▪ Take what you hear seriously. If you overhear someone bragging, or talking, about plans to harm citizens, report it to law enforcement immediately. 	5

Time	Main Points	Slide #s
3 min.	Know emergency procedures <ul style="list-style-type: none"> ▪ Listen carefully to the safety briefing on the plane, and follow any instructions from airline personnel. ▪ Review the passenger safety card before takeoff and landing. ▪ Locate the plane's emergency exits, both in front and behind you. Count rows between you and the nearest front and rear exits. ▪ Make a mental plan of action in case of emergency. 	6
4 min.	Practice good crime prevention <ul style="list-style-type: none"> ▪ Watch out for staged mishaps, like someone bumping into you or spilling a drink. Often it's a ploy to divert your attention while a pickpocket grabs your wallet or other valuables. ▪ Carry one or two major credit cards and travelers' checks rather than cash. ▪ Carry your purse close to your body, or your wallet in an inside front pocket. Consider wearing a money pouch under your clothes. ▪ Never leave your bags unattended or behind your back where you cannot see them. 	7
	<ul style="list-style-type: none"> ▪ Keep a separate record of the contents of checked luggage. Keep anything of value in a carry-on bag that stays with you. ▪ Avoid displaying expensive cameras, jewelry and luggage that might draw attention. Your aim should be to blend into the crowd. 	8
4 min.	For International Travelers <ul style="list-style-type: none"> ▪ Monitor current events and review the latest information about any countries you plan to visit. Most important are the bulletins on the Department of State's Web site at www.state.gov. ▪ Make two photocopies of your passport identification page, airline tickets, driver's license and credit cards. Leave one copy at home and pack the other in a place separate from where you carry valuables. 	9
	<ul style="list-style-type: none"> ▪ To avoid problems with customs officials, keep medicines in their original, labeled containers. ▪ If you wear glasses or contact lenses, pack an extra pair. ▪ Use the same common sense that you would at home: be cautious in, or avoid, crowded areas, such as subways, train stations, elevators, market places and festivals, where you are more likely to be victimized. 	10

Time	Main Points	Slide #s
2 min.	Summarizing <ul style="list-style-type: none"> Plan ahead. Pack with care. Be aware, and know emergency procedures. Practice good crime prevention. Take precautions with international travel. 	11
Practice/feedback		
10 min.	<p>Have participants review the list of strategies for travel preparedness in their handout. Ask them to place a checkmark (√) beside the things they now do and to place an asterisk (*) beside the things that they need to begin to do. Give participants 5 to 7 minutes to complete this review. The instructor should circulate among the participants during this time. Conclude the activity by asking 2 or 3 volunteer participants to share what they learned from the review. The instructor should reinforce prevention strategies and key learning points.</p>	12
Evaluation		
10 min.	<p>Set-up</p> <p>We have a few minutes for questions and additional discussion. While we're doing that, we have a brief evaluation form we'd like for you to complete and leave with us. Your name is not required, but your feedback is very important. It will help us improve our presentation and program.</p> <p>Distribute evaluation forms and ask for questions or additional comments on what has been presented.</p> <p>Promote group discussion by encouraging audience members to help respond to questions. Use questions as an opportunity to clarify and reinforce key learning objectives.</p> <p>Wrap-up</p> <ul style="list-style-type: none"> Thank the audience for their attention and participation. Express appreciation to the sponsoring organization for the opportunity to speak. Remind them to leave evaluation forms. 	13

25. Preparedness for Travelers

Please tell us what you think about this lesson by circling the numbers that most closely reflect your opinions.

After this lesson . . .	Strongly Disagree	Disagree	Agree	Strongly Agree
a) I can describe key considerations in planning and packing for airline travel.	1	2	3	4
b) I will be more aware of my surroundings while at an airport.	1	2	3	4
c) I can identify key crime prevention strategies to use while at an airport or on an airplane.	1	2	3	4
d) I am more aware of special considerations in preparing for international travel.	1	2	3	4
About this lesson . . .				
e) The information presented was valuable.	1	2	3	4
f) The lesson was presented in a clear and understandable manner.	1	2	3	4
g) Lesson activities and discussion were helpful.	1	2	3	4
h) I would recommend this	1	2	3	4

lesson to others.				
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What was the most valuable thing you learned?

Please give one example of how you plan to use the information presented in this lesson.

How could this lesson be improved?

